



Tudor Grange Academies Trust

Behaviour Policy

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1. Trust Vision

At Tudor Grange Academies Trust we strive to build a climate of positive behaviour, where pupils and staff can flourish and feel proud of their work and themselves. This is achieved through three key underlying themes within both this policy and our localised annexes: a taught behaviour curriculum, support and sanctions.

A taught behaviour curriculum

A ‘taught behaviour curriculum’ gives a consistent message of what is recognised as positive behaviour throughout each academy and ensures all pupils can adhere to and embody our TUDOR Values. Staff recognise and celebrate pupils’ positive behaviour in both informal and formal settings.

Support

Support is offered on many levels in all the academies. The mindset that we adopt is that everyone can make a huge contribution to our environment and when a pupil makes a wrong decision, we offer support by means of identification and co-planning. Clear communication and a plan which is designed to enable pupils to thrive are put in place with a focus on celebrating progress. Support is provided in many ways: pre and post clubs/activities; break and lunch activities; trained and dedicated support staff who do group work and 1-2-1 work; breakout sessions with internal pathways for support (e.g., counselling); the Thrive programme and the use of external agencies, e.g., social care, Educational Psychologists.

Sanctions

Sanctions are in place to give an opportunity for the pupil and the academy to reflect on their behaviour and the choices they have made through our restorative approach. A warning in the classroom or for non-structured time would be the start of a sanction process, this can escalate to sanctions which carry behaviour points. Detentions at different levels, internal exclusion, suspension, off-site provision, a managed move and permanent exclusion, are all different levels of the sanction process. The intention in each of the academies is to avoid progress through these routes by using intervention and support. In each academy there will be a graduated response to the management of behaviour and the support pupils are given to adhere to the agreed rules, this is part of a tiered system of support and intervention.

2. Introduction

- 2.1 The Board of Tudor Grange Academies Trust has the duty to lay down the broad strategy for maintaining a high standard of pupil behaviour and discipline in Tudor Grange Academies. The Trust and all academies within it are committed to providing a high-quality environment that upholds high expectations for every pupil, while providing the structure and support needed to both promote these values and instill them in our pupils.
- 2.2 The Board expects all academies within the Trust to adhere to this policy and has delegated to each academy the responsibility for producing a localised annex for further guidance on areas identified in this policy. This Policy is in line with Department for Education (DfE) Guidance regarding behaviour and discipline.
- 2.3 Tudor Grange Academies Trust (TGAT) expects:
 - all pupils to show respect and courtesy towards teachers and other staff and towards each other.
 - Principals/Heads of School to prevent and deal with all forms of bullying in a timely and efficient manner.
 - Parents and Carers to encourage their children to show respect and support an academy's authority to discipline its pupils.
 - Principals/Heads of School to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the academy.
 - Local Trustees and Principals/Heads of School to deal with allegations against teachers and other academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
 - That every teacher will be good at managing and improving pupils' behaviour and will be well supported by the senior leadership team at the academy to help them achieve this.

2.4 TGAT expects each academy to have a taught behaviour curriculum that outlines behaviour routines suited to their learning environment. Our academies will ensure all pupils leave an academy ready to flourish. We believe that pupils will be prepared for their role and place within society should they practise our core TUDOR Values. These are:

- Tolerance and acceptance: Tolerance is about embracing and celebrating individuality and differences amongst people, showing open-mindedness, and actively engaging in dialogue to better understand each other.
- Unity: Unity is about individuals and communities coming together for the greater good of all to create a strong and resilient society. It involves both promoting a culture of inclusion but also challenging stereotypes and prejudices so that everyone has a sense of belonging.
- Democracy: Democracy is an essential component of creating a fair, just, and inclusive society where everyone's voice is heard, and they are treated equally no matter what race, religion, belief, disability, sex, gender or sexual orientation.
- Opportunity for all: Opportunity for all is about recognising the value of individual liberty, the rights of others and providing equal chances for all individuals to succeed and achieve their potential, regardless of their background or circumstances.
- Respect for others' beliefs & the law: Respect involves treating others with dignity and consideration. It involves an appreciation of the rights and freedoms of others, including the nine protected characteristics, recognising, and complying with the law and the authority of legal institutions.

2.5 This behaviour policy allows for pupils to be disciplined for poor behaviour when:

- Taking part in any academy-organised or academy-related activity (including trips and visits off site).
- Travelling to or from academy.
- Wearing academy uniform.
- Taking part in social media.
- In some other way identifiable as a pupil at the academy.
- Or poor behaviour at any other time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the academy.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the academy.
- All sanctions used by an academy in response to behaviour on the academy site may also apply to behaviour in the situations outlined above.

2.6 The behaviour policy has been written considering the following research and documents:

- [Improving Behaviour in schools](#) (EEF, Oct 2021).
- Running the Room (Tom Bennett, 2020).
- Why Don't Pupils Like School? (Daniel Willingham, 2021).
- [Behaviour in schools](#) (DfE, July 2022).
- Suspension and Permanent Exclusion from maintained schools, academies and Pupil referral units in England, including pupil movement. (DfE, July 2022).
- [Searching, screening and confiscation: advice for schools](#) (DfE, Updated January 2018).
- [Teaching online safety in schools](#) (DfE, June 2019).

- [Keeping Children Safe in Education](#) (Updated, September 2022).
- [Use of reasonable force in schools](#) (DfE, July 2013).

2.7 The Trust Behaviour Policy is supported by each academy's procedural document, titled '[Academy Name]'s Behavioural Code of Conduct.

3. Roles and Responsibilities

3.1 Responsibilities of Trustees

- fulfil the requirements of the law in relation to Trustees' responsibilities regarding attendance and discipline in the academies, preparing and communicating the Trustees' statement of principles.

3.2 Responsibilities of LGB

- contribute to the formulation or review of the academy's attendance and behaviour policies including the setting out of expectations about pupil behaviour.
- judge the academy both by directly observed behaviour as well as third party perceptions about pupil behaviour.
- judge the academy on its attendance, particularly the attendance of specific groups.
- take positive steps to attempt to understand the complexities of ensuring high standards of pupil behaviour and attendance and the challenge this presents to the academy staff.
- support the Principal/Head of School and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the academy.
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour:
 - celebrate positively the standards expected and achieved by our pupils, both within the academy, on the board and in the wider community.
 - monitor the functioning of the academy behaviour policy by analysis of a range of available indicators.
 - receive any representations by parents regarding the suspension of their child.
 - ensure a fair and consistent application of the policy regarding permanent exclusion.

3.3 Responsibilities of the Principal/Head of School

- The Principal/Head of School's role is to establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority both in and out of the classroom. The Principal/Head of School, when determining the behaviour policy, must do so with a view to ensuring that pupils complete any tasks reasonably assigned to them in connection with their education.
- The Principal/Head of School will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:
 - promoting self-discipline and proper regard for authority among pupils;
 - encouraging good behaviour and respect for others, and preventing all forms of bullying among pupils;
 - teach pupils the expectations and routines that are desirable in all aspects of the academy, so they become the 'social norm' and performed habitually via the taught behaviour curriculum;
 - ensuring that the standard of behaviour is acceptable; and

- otherwise regulating the conduct of pupils
- provide structures and training to support staff in ensuring the policy is consistently and fairly applied;
- monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- The Principal/Head of School is required to follow the Trustees' statement of principles and have regard to any guidance given by the Trustees.
- The Principal/Head of School must also determine the standard of behaviour regarded as acceptable, in so far as the Tudor Grange Academies Trust have not determined it. The measures can, to such an extent as is reasonable, include measures to regulate the conduct of pupils when they are not on the premises, and are not under the control or charge of a member of academy staff. This includes rules governing behaviour to and from the academy and on work experience.
- The Principal/Head of School is required to set out the procedural document, '[Academy Name]'s Behavioural Code of Conduct, and to consult the LGB before publishing it by making it generally known to staff, pupils and parents. It must be brought to their attention at least once a year.
- Communicate the roles of all stakeholders in relation to the behaviour policy.
- Be highly visible and engage with all stakeholders.
- Ensure new staff have an induction programme that allows them to effectively implement all aspects of the behaviour policy.
- Provide continual professional development for all staff in all areas of behaviour management and pupil support.
- To offer a comprehensive transition programme where all new starters understand the expectations of the Academy and are explicitly taught expected behaviours.
- Uphold the expectations outlined in the Home School Agreement.

3.4 Responsibilities of Staff

- To contribute to the development of the taught behaviour curriculum.
- To teach and re-teach the taught behaviour curriculum at key points in every academic year.
- know the academy's standards of behaviour and promote the Tudor Values.
- actively teach the academy's expected behaviours.
- support the standards of the academy publicly.
- apply the lesson expectation system routinely and consistently.
- set an example to pupils by their own behaviour (Adult Code of Conduct).
- know and consistently apply procedure for rewarding good behaviour.
- know and consistently apply procedures for dealing with misbehaviour.
- apply standards in their own classrooms, including any agreed academy or departmental routines for classroom conduct.
- be aware of and apply principles of effective classroom practice.
- take responsibility for maintaining standards outside the classroom.
- never to ignore poor behaviour, whether within or outside the academy, responding appropriately according to circumstances.

- establish positive relationships with pupils.
- use a holistic Thrive approach when working with pupils.
- adhere to the expectations outlined in the academy Home School Agreement.
- rigorously and continuously monitor attendance and punctuality.
- address attendance and punctuality concerns and celebrate pupil success.

3.5 **Responsibilities of parents/carers**

- To accept and support the Trust's Behaviour Policy and the [Academy Name]'s Behavioural Code of Conduct.
- To recognise the academy's need to balance the rights of the individual pupil with the effective conduct of the academy as a whole.
- To provide direct practical support to ensure that the child abides by the academy rules, for example ensuring correct academy uniform, daily punctuality, and homework undertaken in line with academy policy.
- To actively participate in academy behaviour-related procedures specific to their localised Behaviour annex.
- To ensure that your child attends detention as required.
- To inform the academy of any personal circumstances which may affect the child's behaviour at the academy including any behaviours they are aware of which may pose a risk to a member/member of the academy community.
- To take an interest in their child's in-academy behaviour, using home-based rewards or sanctions in support where appropriate.
- To agree to matters being referred to other external agencies if recommended by the academy.
- To follow the appropriate procedures for contacting the academy when it is necessary.
- To monitor pupils' online behaviour to ensure that it meets academy expectations.

3.6 **Responsibilities of pupils**

- Treat all members of the academy community with care and respect.
- To engage with the Taught Behaviour Curriculum.
- To uphold behaviour routines both inside and outside of lessons.
- To know what the academy means by positive behaviour.
- Meet the academy expectations of positive behaviour, around the academy and when representing the academy (including in the community).
- To set an example to others through their own behaviour.
- To understand that poor behaviour is unacceptable and will have consequences.
- To never ignore poor behaviour by others, whether in the academy or in the community, and to inform a member of staff of any occurrences.
- To ensure their online conduct is equally exemplary.
- Adhere to the expectations outlined in the academy Home School Agreement
- Maintain excellent levels of attendance and punctuality.

4. A Taught Behaviour Curriculum

- 4.1 All Tudor Grange Academies Trust will identify the expected behaviours that pupils are expected to always adhere to: “The Behaviour Curriculum”. These expectations and how they are taught will be identified in each academy’s, “Behavioural Code of Conduct” annex. This work is inspired by Tom Bennett, the retained expert adviser on behaviour to the Department for Education, who believes: ‘Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils. It is entirely possible to do for most pupils.’ Academies are also encouraged to: ‘Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed.’
- 4.2 Pupils who do not adhere to each academy’s expectations will experience a tiered response that will feature sanctions alongside targeted intervention and support to ensure that they are able to reflect on their behaviour and work towards meeting the academy standards.
- 4.3 It is the responsibility of each academy and every member of staff to help shape pupil behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to deliver the ‘behaviour curriculum’ including approaches to lead and guide pupils in the behaviour that they wish to see from the pupils, to allow for excellent learning to take place.
- 4.4 Routines also play a vital role in delivering the taught behaviour curriculum and are used to guide pupils in the type of behaviours and habits we wish to see in the classroom and around the academy. Examples include:
- Lesson entry.
 - Lesson exit.
 - Corridor expectations.
 - Transitioning between lessons.
- 4.5 Each academy will identify its expectations regarding uniform, equipment, mobile phones in its “Behavioural Code of Conduct” Annex.

5. Rewards and Recognition

- 5.1 Rewards are important in celebrating pupil excellence and effort. They are public recognition for where pupils uphold the ethos and values of their academy. They are used to celebrate pupil achievement and are an important part of sharing the academy’s ethos and maintaining pupil motivation and endeavour.
- 5.2 All Tudor Grange Academies Trust will have a system where praise is logged, positive behaviour points will be associated with this.
- 5.3 Individualised rewards systems will be outlined in each academy’s “Behavioural Code of Conduct”.

6. Negative Behaviours

- 6.1 Pupil behaviour that does not meet our high expectations in any of our academies will be logged and sanctioned accordingly. Some behaviours come with fixed sanctions whereas others are determined by the academy leadership team following a review of the incident.
- 6.2 Reasonable adjustments are ‘changes made’ to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular

need, the academy will make reasonable adjustments to enable those pupils to be included within the academy community. When considering reasonable adjustments, the academy will:

- Seek to restore relationships through restorative and remedial responses; break a cycle of consequences by seeking ways to reconnect pupils with learning.
- Always consider whether certain pupils are at a substantial disadvantage from types of exclusions i.e., pupils with SEND and difficult family circumstances or pupils who lack access to parental support and guidance.
- Consider the use of an alternative to a suspension to offer a one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.

- 6.3 All academies operate a progressive approach to behaviour management, allowing pupils the opportunity to reflect on and change their choice of behaviour to prevent any further disruption to learning. In all Tudor Grange Academies Trust each negative behaviour is associated with negative behaviour points, as positive behaviours are associated with positive behaviour points.
- 6.4 Each academy will identify what sanctions may be imposed for each negative behaviour. In some cases, these will be fixed whereas in others the sanction will vary depending on several factors such as: severity of incident, intent, repetitiveness.
- 6.5 Some behaviours fall under the category of child-on-child abuse. All staff should refer to the Safeguarding and Child Protection Policy also when dealing with incidents of child-on-child abuse.
- 6.6 A tiered response will be implemented when pupils accumulate negative behaviour points.
- 6.7 The negative behaviours and restorative processes are identified in each academy's "Behavioural Code of Conduct" annex.

7. Lower-level sanctions

- 7.1 In Tudor Grange Academies Trust all sanctions are to be applied fairly and consistently. None of the Academy's sanctions will be degrading or humiliating.
- 7.2 Some behaviours require the issue of low-level sanctions. Examples include: verbal reprimands, the setting of written tasks such as writing an account of their poor behaviour, detention, academy-based community service, scheduled uniform and other behaviour checks or being placed "on report" for behaviour monitoring.
- 7.3 Detention is one of the sanctions which can be used. Academies have clear legal authority to detain pupils without the consent of parents. Each academy will set out its expectations on detentions in their, "Behavioural Code of Conduct" annex.
- 7.4 Staff may also keep pupils after the end of the academy day without giving notice to parents/carers to hold a restorative conversation or for the safety of pupils.

8. Higher level sanctions

- 8.1 For the scope of this policy 'higher level sanctions' are as follows: lesson removal, internal exclusion, Tudor Alternative to Exclusion (TATE), suspension, managed move, offsite direction, alternative provision or permanent exclusion.
- 8.2 Removal from the classroom is a higher-level sanction used by the academy as a response to misbehaviour. There are three higher level sanctions used within the academy that require pupils

to be removed from lessons: 'hotspot', internal exclusion and TATE. The length of time that a pupil will be removed from lessons depends upon the severity and the repetitiveness of a pupil's behaviour. Parents will be informed as soon as possible of the lesson removal.

- 8.3 Pupils may be removed from classrooms and taken to a designated and agreed place within the academy if their poor behaviour continues. This action allows the academy to a) restore order and calm following unreasonably high levels of disruption b) enable disruptive pupils to be taken to a place where education can be continued in a managed environment. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the academy expectations when they return to lessons.
- 8.4 Internal exclusions may be issued as a sanction for those behaviours identified in each academy's "Behavioural Code of Conduct" annex. This action allows the academy:
- to restore order and calm following unreasonably high level of disruption.
 - to enable pupils who have exhibited disruptive behaviours to be taken to a place where education can be continued in a managed environment. In Internal exclusion leaders will facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to avoid such behaviour in the future. Pastoral support will be provided to pupils to ensure they will succeed in adhering to the academy expectations when they return to lessons.
- 8.5 For some behaviours a Tudor Alternative to Exclusion (TATE) may be issued as a sanction. The purpose of TATE is to address the inappropriate behaviours exhibited by the pupil and help the child to understand their exclusion from the wider academy community in an attempt to restore, repair and rehabilitate. Pupils in TATE will be supported by a Thrive approach. This is intervention which will address the needs of the child and help to equip the child with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned. Following a TATE, parents are invited to a reintegration meeting with their child and College Leader to explore what has been learnt over the course of the day and the strategies that will be employed in the future. Unsuccessful reintegration will result in further temporary exclusion from the wider academy community, either in TATE or through a suspension. If parents fail to attend the reintegration meeting pupils will remain out of circulation until the meeting has taken place.
- 8.6 For serious misbehaviours, or where there are continuing behavioural difficulties for which other sanctions, interventions, and support have been unsuccessful, a suspension may be an appropriate sanction. In some circumstances a lunchtime only suspension may be considered a suitable option. The suspension must be authorised by the Principal/Head of School and work will be provided for pupils to complete at home if the suspension is for more than one day.
- 8.7 When the decision is made to issue a suspension or permanent exclusion the academy will follow DFE guidance. Where a pupil has been given a suspension, parents / carers will be invited to attend a reintegration meeting upon their return to the academy. As above, this is designed to be supportive and to prevent further poor behaviour and/or escalation to potential permanent exclusion. If parents / carers fail to attend the reintegration, the pupil will remain in Internal Exclusion until the meeting has been undertaken.
- 8.8 When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal will accept that something happened if it is more likely that it happened

than that it did not happen. The Principal will take account of their legal duty of care when sending a pupil home following a suspension.

9. Support and Intervention

- 9.1 All academies within the Tudor Grange Academies Trust recognise the importance of early intervention and support in achieving positive behaviour throughout the academy.
- 9.2 Pastoral support processes are implemented with pupils when academy sanctions do not act as a deterrent for repeated poor behaviour or once a higher-level sanction has been issued. The 'tiered system of pastoral support' is used to ensure the support is given to the right pupils at the right time.
- 9.3 The 'tier system of pastoral support' will differ between academies depending on their internal resources and external agency availability but they will monitor behaviour points accrued by pupils and use this monitoring as guidance for timings of interventions, responding to patterns that are a cause for concern.
- 9.4 The intervention offered for pupils on each 'tier', as well as any additional intervention offered by each academy, is outlined in each academy's, "Behavioural Code of Conduct" annex.
- 9.5 Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Academies must make special educational provision for pupils with SEND and those whose behaviour-related learning difficulties call for it to be made. Academies should be alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of pupils is related to a particular need, the Principal/Head of School will make reasonable adjustments to enable those pupils to be included within the academy community. Defining 'reasonableness' is important, an academy is not required to compromise its standards on behaviour.
- 9.6 When considering reasonable adjustments, Principals/Heads of School should consider whether:
- some children with SEND or from difficult family circumstances are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance or low expectations at home may manifest in the academy.
 - this disadvantage could be addressed, for example by an alternative method of suspension which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
 - staff have received appropriate training in the nature of individual pupil needs and how they should treat pupils with these particular needs, including disabilities.
 - appropriate help can be sought to enable the academy to make reasonable adjustments.
 - the academy has the resources to commit to assist in making reasonable adjustments.
- 9.7 Tudor Grange Academies Trust acknowledges the importance of supporting pupils' emotional wellbeing to support them to achieve. We encourage all stakeholders within the Trust to adopt approaches to engage positively with children and young people. This will actively contribute to the development of healthy and supportive staff-pupil relationships and to the development of pupils having a healthy sense of self. In the first instance, all professionals interacting with pupils should model mutual respect, encourage individuality, and value the personal success of our pupils in all areas of their lives.
- 9.8 Within our classrooms, we adopt the PACE approach. PACE stands for Playful, Accepting, Curious and Empathetic.

- **Playfulness** - displaying lightness and a feeling of optimism through your energy, body, face, and voice; exaggerating the expression of emotion in body, face and voice – with sensitivity; showing that you are available through open expressions and gestures; creating opportunities for reciprocal enjoyment to build a sense of camaraderie and trust.
- **Acceptance** - acknowledging the child or young person and their emotional state as being true and valid; reflecting this back to them to communicate your understanding and willingness to accept them and their feelings.
- **Curiosity** - taking a deep interest in understanding the experience of the child or young person and their feelings from their perspective. Being open, non-defensive and non-judgmental and being accepting negative emotions without disconnecting or dysregulating.
- **Empathy** - understanding the perspective of the child or young person in any situation, including if it is painful or conflicted, and staying with this, so that the child or young person feels safe and understood. When children and young people have an unmet need or an overwhelming feeling, their behaviour can become distressing, both for them and the adults supporting them. Their reactions will often be based on their previous experiences and their autonomic nervous system will control their responses, based on their perspective of a situation.

10. Bullying

- 10.1 All academies should refer to the Tudor Grange Academies Trust Anti Bullying Policy.

11. Off rolling and elective home education

- 11.1 Academies are permitted to remove compulsory-academy-aged children from roll on the limited grounds set out in regulation 8 of [the Education \(Pupil Registration\) \(England\) Regulations 2006](#) as amended by [the Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#).
- 11.2 Removing a child from the academy roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to an increased risk of harm. The Trust expects all individual academies to follow the correct procedures to ensure that they do not breach their legal and safeguarding duties.
- 11.3 The Trust does not permit the practice of removing a pupil from 'roll' for behaviour reasons without a formal permanent exclusion, or by encouraging a parent to remove their child from the academy roll when the removal is primarily in the interests of the academy rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. Pupils must not be removed from the academy roll without authorisation from the Principal or Head of School or another designated person.
- 11.4 The DfE guidelines ([Elective home education: guidance for local authorities](#), 2nd April 2019) make it explicit that: "Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them."
- 11.5 Parents have a legal right to educate their children at home and are not required to have any qualifications or training to provide their children with a suitable education. The [1996 Education Act](#) makes clear that it is a parent's duty to ensure his/her child receives suitable education in

accordance with section 7. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

12. Confiscation of property / searching pupils

- 12.1 In all cases, before a search is considered, the pupil should be given the opportunity to hand over the suspected item. If handed over, it will be for the member of staff to decide if a search remains necessary. Any searches undertaken, there will always be two members of staff present (including where searches are undertaken on academy premises by police). One of those members of staff will be acting as the appropriate adult (this may include the pupil's parents). The Trust will have regard to the DfE guidance '[Searching, Screening and Confiscation](#), Sept 2022' is used. The Principal, Senior Leadership Group or any member of staff who has received permission from the Principal may complete a search. The search will take place in an area defined by the academy as a safe environment which safeguards all participants. Before the search takes place, it is imperative that the reason for the search is clearly explained to all present and there are reasonable grounds to suggest the presence of a banned and/or prohibited item. In the event of a search, all should be reported and captured on the academy's safeguarding platform (MyConcern), including whether or not an item is found.
- 12.2 Unless not reasonably practicable, the member of staff conducting the search must be the same sex as the pupil.
- 12.3 ALL ITEMS of value e.g., laptops, mobile phones as well as dangerous or banned items are brought into the academy at the pupil's own risk. They are not covered by the academy insurance and the academy will not accept responsibility for any loss or damage.
- 12.4 Academy leaders can search a pupil for any item if the pupil agrees.
- 12.5 Prohibited and banned items not to be brought into the academy:
- Prohibited Items:**
1. knives or weapons (Including mock/replica/fake items).
 2. pornographic images.
 3. illegal drugs (Including any item associated with drug use).
 4. stolen items.
 5. tobacco and cigarette papers.
 6. vapes (Including vaping fluid and other associated materials).
 7. fireworks (Including any other flammable items).
 8. alcohol.
 9. any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
 10. any item that the academy rules identify as an item which may be searched for.
 11. balaclavas or any other item used to conceal identity.
- 12.6 Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to academy discipline.

- 12.7 The academy will inform the police if items 1, 3 or 4 are brought onto the academy premises and will hand any items to the police.
- 12.8 Any pupil involved in incidents involving items 1, 3, or 4 is liable to be permanently excluded. This applies whether in the academy, to or from the academy or taking part in an academy activity. It covers not only the possession of these items but also involvement in the purchase, sale or passing on of these items, even if the item itself is not brought into the academy.
- 12.9 Suspected criminal behaviour. If the academy suspects criminal behaviour and make the decision to report to the police, they need only gather enough information to establish facts and this should be fully documented, once reported they should ensure that any further action does not hinder police work. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that a pupil(s) is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal or sexual exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care service.
- 12.10 Authorised staff can also search for any item banned by the academy rules as outlined in their “Behavioural Code of Conduct” annex.
- 12.11 Material on electronic devices
- When an electronic device, such as a mobile phone, has been confiscated for good reason by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.
 - In no circumstance should a member of staff search a phone if they suspect that it may contain child nudity. In such circumstances, the member of staff must seek further advice/guidance from the academy’s DSL (Designated Safeguarding Lead).
 - There is no need to have parental consent to search through a young person’s mobile phone.
 - If an electronic device that is prohibited by the academy rules has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.
 - If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the academy discipline.
- 12.12 On occasion, as agreed by academies, visits from the local police will take place which will involve ‘screening’.
- 12.13 Under no circumstances will a ‘strip search’ take place.
- 12.14 After a search, the pupil will be offered time to discuss the event with a member of senior staff or safeguarding team.
- 13. Use of reasonable force**
- 13.1 The Academy will follow the guidance provided by the Department of Education related to the use of reasonable force ([Use of reasonable force in schools](#), DfE July 2013).

- 13.2 The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 13.3 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent pupils from hurting themselves or others damaging property, or from causing disorder. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 13.4 Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 13.5 Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Reasonable adjustments will be made for disabled pupils and pupils with special educational needs.
- 13.6 Examples when staff may use reasonable force:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit.
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - restrain a pupil at risk of harming themselves through physical outbursts.
- 13.7 Authorised staff can use reasonable force to search for prohibited items.
- 13.8 We do not require parental consent to restrain a pupil.

14. Sexual Violence and Sexual Harassment

- 14.1 One-off incidents may be dealt with under the academy's Behaviour Policy.
- 14.2 Appropriate disciplinary measures may be taken by the academy. If there is an ongoing police or social care investigation this must not be jeopardised, but the academy may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) as part of their Behaviour Policy and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.
- 14.3 In cases of sexual violence, a risk assessment must be implemented immediately and discussed with the Trust's Safeguarding Lead. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.

- 14.4 If cases reported to the police result in a conviction or caution, this Behaviour Policy will be followed. This may involve consideration of permanent exclusion.
- 14.5 Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same academy would seriously harm the education or welfare of the victim, and possible other children at the academy. Sexual assault may also lead to consideration of permanent exclusion amongst any other suitable sanctions in keeping with this policy.
- 14.6 Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the academy can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding and Child Protection Policy.
- 15. Alternative provision**
- 15.1 Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the academy where they are enrolled, and not led by academy staff. The Trust supports academies using such provisions to try to prevent suspensions, or to re-engage pupils in their education.
- 15.2 The Trust expects all individual academies to consider carefully what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money. Academies should put the following procedures in place:
- A personalised plan for intervention should be prepared by the academy, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
 - Plans should be linked to other relevant information or activities such as Targeted Action Plan (TAP), Pupil Support Plan (PSP) or Education, Health Care Plan (EHCP) for children with special educational needs (SEND).
 - The academy must maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
 - The academy must maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

Appendix 1

Each Academy has a procedural document, titled, '[Academy Name]'s Behavioural Code of Conduct identifying:

1. Vision & Values.
2. The Behaviour Curriculum.
3. Uniform Standards.
4. Equipment Expectations.
5. Rewards.
6. Pastoral support and interventions.
7. Behaviour management.
8. Bullying.
9. Parent/carers expectations.
10. Banned and Prohibited Items based on the list at paragraph 12.5 of this policy.



Tudor Grange Academy Behavioural Code of Conduct Annex

“What we do here at Tudor Grange Academy Solihull”

Please find a list of TGA Trust policies that should be read in conjunction with this document:

- Behaviour Policy
- Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Online Safety Policy

Then, a list of localised Tudor Grange Academy Solihull policies which should also be read in conjunction with this document:

- Exclusions Policy
- Complaints procedure
- Health and safety policy
- Mental Health policy
- Pupil Attendance and Punctuality Policy
- SEND Policy
- Sixth Form Disciplinary Policy

Within this document, we will be sharing localised, Academy specific information falling under the following headings:

1. Our Vision & Values
2. Praise & Rewards
3. Our Taught Behaviour Curriculum
4. Uniform Standards
5. Equipment Expectations
6. Mobile Phones
7. Pastoral Support and Interventions
8. Behaviour and Punctuality Management
9. Bullying
10. Parent/Carer Expectations
11. Banned and Prohibited Items

Any items that do not feature under these headings can be found within the TGA Trust Behaviour Policy.

1. Our Vision and Values at Tudor Grange Academy Solihull

At Tudor Grange Academy Solihull, we acknowledge that students need more than academic qualifications to flourish, succeed and lead happy, fulfilling lives. Consequently, we have designed and continue to reflect on the development of our Tudor Habits and Values. Our Character and Learning Habits have been selected by our Academy community and underpin the choice behaviours we wish to see from our student body:



The Character Habits: Encourage students to make wise decisions informed by a strong ethical foundation. The character habits is an umbrella term we use to describe for all the virtues/character traits that students will need to be a good person. Some subjects lend themselves easily to teaching students about the character habits.

Examples of character habits that students, parents/carers and staff feel are particularly important are:

Responsibility: The habit of being accountable for one's actions, choices, and obligations, and fulfilling one's duties and commitments with diligence and care.

Integrity: The quality of being honest, consistent, and principled in one's beliefs and actions, and aligning one's behaviour with one's values and moral standards.

Empathy: The ability to understand and share the feelings, perspectives, and experiences of others, and to respond with sensitivity and compassion.



The Learning Habits: Encourage students to hold themselves to high standards, be reflective in their approach to work and to manage their emotions and remain motivated when challenged. The learning habits is an umbrella term we use to describe for all the virtues and character traits that students will need to draw on to perform well in each subject. What this looks like will be different in every subject.

Examples of learning habits that students, parents/carers and staff feel are particularly important are:

Resilience: The ability to recover and adapt in the face of adversity or challenging situations. It involves a positive mindset, a willingness to persevere, and the ability to bounce back from setbacks.

Curiosity: A strong desire and motivation to learn, explore, and understand new things. It involves asking questions, seeking out information, and being open to new ideas and experiences. Curiosity can lead to greater knowledge, creativity, and personal growth.

Reflective: The ability and habit of carefully examining and evaluating one's thoughts, emotions, and behaviours to gain insight, learn from experiences, and make better decisions and improve work.

Pride: The habit of feeling proud of one's individual achievements and growth, as well as taking pride in the accomplishments of one's community. A sense of unity and collaboration, motivating students to strive for excellence in both their academic and extracurricular activities, and to support their fellow classmates.



The Tudor Values: Encourage students to play an active role within their democratic society.

Tolerance & Acceptance: Tolerance is about embracing and celebrating individuality and differences amongst people, showing open-mindedness, and actively engaging in dialogue to better understand each other.

Unity: Unity is about individuals and communities coming together for the greater good to create a strong and resilient society. It involves both promoting a culture of inclusion but also challenging stereotypes and prejudices so that everyone has a sense of belonging.

Democracy: Democracy is an essential component of creating a fair, just, and inclusive society where everyone's voice is heard, and they are treated equally no matter what race, religion, belief, disability, gender or sexual orientation.

Opportunity for all: Opportunity for all is about recognising the value of individual liberty, the rights of others and providing equal chances for all individuals to succeed and achieve their potential, regardless of their background or circumstances.

Respect for others' beliefs & the law: Respect involves treating others with dignity and consideration. It involves an appreciation of the rights and freedoms of others, including the nine protected characteristics, recognising, and complying with the law and the authority of legal institutions.

At Tudor Grange Academy Solihull, we do not leave our vision for positive behaviour to chance.

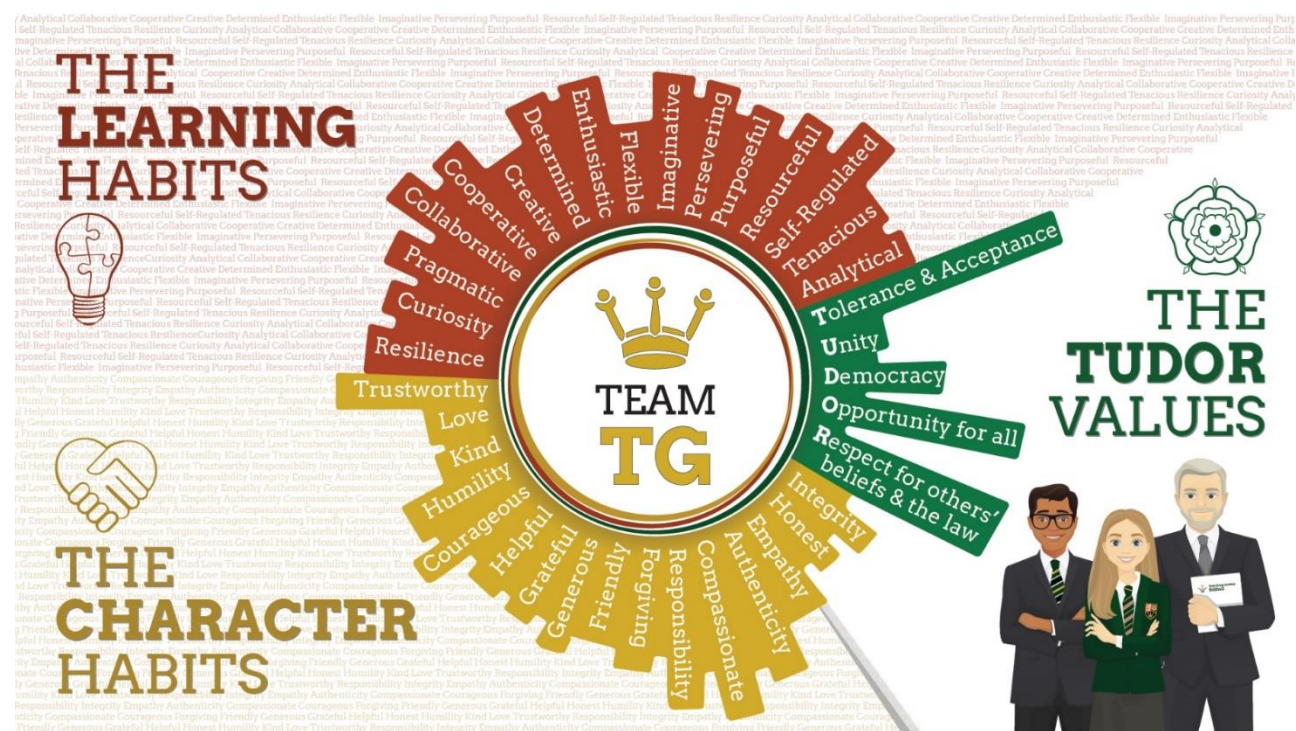
To support the development of positive behaviour, we look to our Taught Behaviour & Character Curriculum and Personal Development Curriculum. These are designed to promote positive behaviour, strong relationships and a flourishing community.

At Tudor Grange Academy Solihull we use consequences and sanctions consistently, proportionately, and predictably. The Taught Behaviour Curriculum explicitly outlines our high standards and expectations and why students want to uphold them. In developing our approach, we have considered the following research and statutory guidance:

- Tom Bennett – ‘Running the Room – The Teachers Guide to Behaviour’ 2020
- Tom Bennett – ‘Creating a culture: how school leaders can optimise behaviour’ 2017
- Jubilee Centre Framework for Character Education 2023
- Education Endowment Foundation – Improving Behaviour in Schools
- Ofsted – ‘Below the radar: low-level disruption in the country’s classrooms’ 2014
- Behaviour and discipline in schools (DfE July 2013, updated Jan 2016)
- Exclusion from maintained schools, academies and pupil referral units in England (DfE June 2012, updated July 2017)
- Teaching online safety in schools (DfE June 2019)
- Keeping Children Safe in Education (DfE March 2015, updated September 2023)
- Use of reasonable force in schools (DfE July 2013)
- Sexual violence and harassment between children in schools and colleges: Advice for governing bodies, proprietors, Headteachers, Principals, senior leadership teams and designated safeguarding leads. (DfE 2021)
- When to call the police: Guidance for schools and colleges (Child centred policing, 2021)
- Behaviour in schools: Advice for headteachers and school staff (DfE, September 2022)

Further documentation referenced can be found in the TGA Trust Behaviour Policy.

Our approach is based on the Aristotelian view of human nature, which holds that humans are naturally inclined to pursue the good and that the development of good character is essential for a happy and fulfilling life. Character is understood to be the part of personality that we can change and improve through education and socialisation.





2. Praise and Reward

We recognise that praise and reward should be sincere, targeted, and personalised. In addition to public praise and community acknowledgement, students are also encouraged to develop intrinsic self-motivation and drive. We aim to create a balance between tangible reward and altruistic behaviour.

We aim to recognise all students' positive contributions to Academy life. The Academy's merit reward system acknowledges demonstration of the Character Habits, Learning Habits and Tudor Values. In addition to this, 100% attendance and those students who attend wider curricular clubs are rewarded. Staff at TGAS acknowledge that awarding of merits is an important part of maintaining student motivation and high expectations.

TGAS operates a 'conduct' point system whereby each type of merit is worth a different numerical value. The sum of any negative conduct points (associated with sanctions) is then deducted from any positive merit points.

Tudor Habit Merit Stickers (1 point per sticker) - Every lesson, students will be recognised for their ability to demonstrate the character and learning habits. Each merit sticker will be worth one praise point, these are then stored at the back of student planners. At the end of every half term, tutors will log these merits on our system.

Wider Curricular Merit - (1 point per club attended per week) - To promote our wider curricular programme, students are issued with one merit per wider curricular club attended, these merits will be issued at the end of every half term.

Super Merit (3 points per merit) - Students will have the opportunity to strive for a 'Super Merit', this will be an example of a student demonstrating exceptional effort. This will trigger an email notification home and a success spotlight in lesson.

Curriculum Leader Merits (5 points per merit) - Departmental areas can issue a curriculum leader merit for exceptional work in their subject area. This will trigger an email notification home.

College Leader Merit (5 points per merit) - Every week, college teams will select one student per tutor group to receive a college leader merit. This will trigger an email notification home.

Principal Merit - (10 points per merit) - Mrs Smith will issue a Principal's merit for exceptional work or for contributing to the wider life of the Academy or community. This will trigger an email notification home.

Team TG Award - A flourishing community is essential for flourishing students. Only when students feel that they belong to **Team TG** will they be motivated to do the right things for the right reasons (not just because they want to avoid getting a penalty). We promote active involvement within our school community by creating four key categories:



Tudor Habit Merit Milestones - To recognise students for their repeated demonstration of our Tudor Habits and values, eligible students are issued with bronze, silver, gold and platinum badges at the end of every term. Students will be invited to the next 'Merit Milestone' activity to receive these rewards and celebrate their success.

100 merits = Bronze

200 merits = Silver

250 merits = Gold

300 merits = Platinum

Merit Milestone Activities – In addition to the awarding of badges when students reach the above milestones, the top ten students in each year group will be invited to a merit milestone morning. There will be one merit milestone activity at the end of every half term. Students will be invited to these events by receiving a golden ticket.

Overall Conduct Point Winners – Students will accumulate merits which contribute to their conduct point total. At the end of the academic year, the top fifty students in each year group will be invited to the end of year rewards trip.

College Competition – In addition to contributing to their own conduct point total, students will also contribute to their overall college conduct point total.

3. Our Taught Behaviour Curriculum

At Tudor Grange Academy Solihull, we teach our students how to behave, in the same way we teach our subject curricular. Students are supported in all aspects of the taught behaviour curriculum where our fundamental routines are broken down, practised and reinforced.

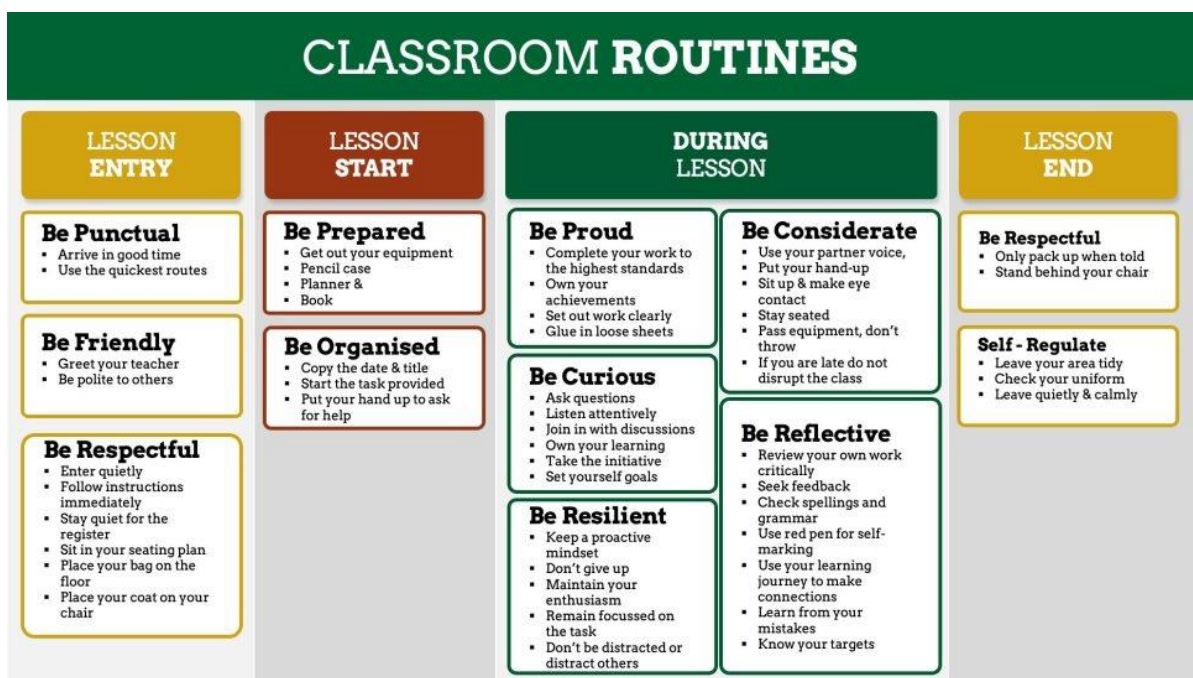
“Teach, rather than tell the pupils what you expect of them. Behaviour should be seen as a curriculum, and it should be assessed, revised, and refreshed.”

Tom Bennett, The Beginning Teacher's Behaviour Toolkit (2020)

We identify behaviour routines which are vital to the smooth and safe running of the school community. We break down each behaviour routine, repeat and rehearse them, then return to them in the event of misbehaviour or misunderstanding. The behaviour curriculum includes reference to behaviour routines inside the classroom as well as corridors, dining spaces, travelling to and from school, playgrounds and when welcoming visitors.

We use the following opportunities to reinforce our Taught Behaviour Curriculum:

- Curriculum lessons
- Assemblies and tutor time
- Praise and reward system
- Wider curricular programme
- Interactions between adults and students



SCHOOL SITE ROUTINES

CORRIDORS & STAIRS	RESTAURANT, CAFÉ & TOILETS	BREAKTIME	AFTER SCHOOL
Be Responsible <ul style="list-style-type: none"> Follow the one-way systems Respect others' space Avoid walking in large groups Avoid unnecessary physical contact Walk don't run Keep moving 	Be Responsible <ul style="list-style-type: none"> Queue sensibly Avoid unnecessary physical contact Walk don't run Remain calm 	Be Responsible <ul style="list-style-type: none"> Stay in designated areas: Playground, toilets & eating areas only Stay out of all other corridors Only gather in small groups Don't throw food or drink 	Be Responsible <ul style="list-style-type: none"> Use the pedestrian crossings Keep moving on the pavements Don't play around near the road Wear a bike helmet Wear your uniform with pride
Be Considerate <ul style="list-style-type: none"> Keep belonging close Keep noise to a minimum Don't distract others in classrooms No eating in corridors Don't touch others' belongings 	Be Considerate <ul style="list-style-type: none"> Keep noise to a minimum Leave the area as you would like to find it Use the bins provided Avoid overcrowding tables Don't move tables Don't touch others' belongings 	Be Considerate <ul style="list-style-type: none"> Keep noise to a minimum Ball games in Oak playground only Use the bins provided Respect others' space Use respectful language Don't touch others' belongings 	Be Considerate <ul style="list-style-type: none"> Keep noise to a minimum Walk in small groups Use respectful language Give other pedestrians space Avoid gardens and private property Don't touch others' belongings
Be Kind <ul style="list-style-type: none"> Be polite to staff Follow instructions immediately Report any concerns immediately Be friendly and inclusive towards others 	Be Kind <ul style="list-style-type: none"> Be polite to staff and dinner supervisors Follow instructions immediately Report any concerns immediately Be friendly and inclusive towards others 	Be Kind <ul style="list-style-type: none"> Be polite to staff Follow instructions immediately Report any concerns immediately Be friendly and inclusive towards others 	Be Kind <ul style="list-style-type: none"> Be polite to staff and members of our community Follow instructions immediately Report any concerns immediately Be friendly and inclusive towards others

3.1 – SMART Cards

Each student carries a termly SMART card. This is a way of recording any misbehaviours outside the classroom (SMART Conduct) and uniform infringements (SMART Uniform).

Please see an example of a termly SMART card issued to each student:

SMART CARD

Student Name: Year Tutor Group

Should **three** reminders be accumulated across both boxes, or **one box filled completely** your SMART card will be replaced and a College Detention for 1-hour will be arranged.

SMART Reminder Total

A box is to be crossed every time a SMART reminder is received.

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Uniform Reminder

Reminder Code	Date	Staff Code

Conduct Reminder
(This includes all social times and transition between lessons)

Reminder Code	Date	Staff Code

CLEAR SMART CARDS CAN BE SUBMITTED TO STUDENT SERVICES AT THE END OF EVERY TERM. THIS WILL LEAD TO A MERIT AND ENTRY INTO A TERMLY PRIZE DRAW

Issue Number
Staff Code

SMART CARD

SMART UNIFORM CODES

Uniform not meeting acceptable standard (untucked shirt, no tie, rolled skirt, trainers etc)	A
Coat on inside the building after SMART uniform checkpoint has been passed.	B
Jewellery/Smart Watch	C
Make up/Nail Varnish	D

SMART CONDUCT CODES*

Not following school movement rules around the school site/Lack of urgency when walking to lessons	E
Being out of bounds or congregating in places not suitable for gatherings.	F
Inappropriate behaviour during break and lunch time.	G
Littering/eating in the corridor or a lack respect for the school site.	H
Chewing Gum	I

*Please be aware that serious incidents will warrant an escalated sanction and further investigation.

When a SMART card is full:

- The member of staff to fill your SMART card will replace your smart card with a new one, recording their initials below.
- You will then be set a college detention for 1-hour. Notice of this college detention will be sent home to parents / carers.

Each term a student will be issued with a new smart card, giving them an opportunity to have a fresh start. For every three SMART card reminders issued, a student will receive a college detention. If three college detentions have been issued over a term for SMART card reminders, the student will be issued with a senior staff detention on the fourth occasion.

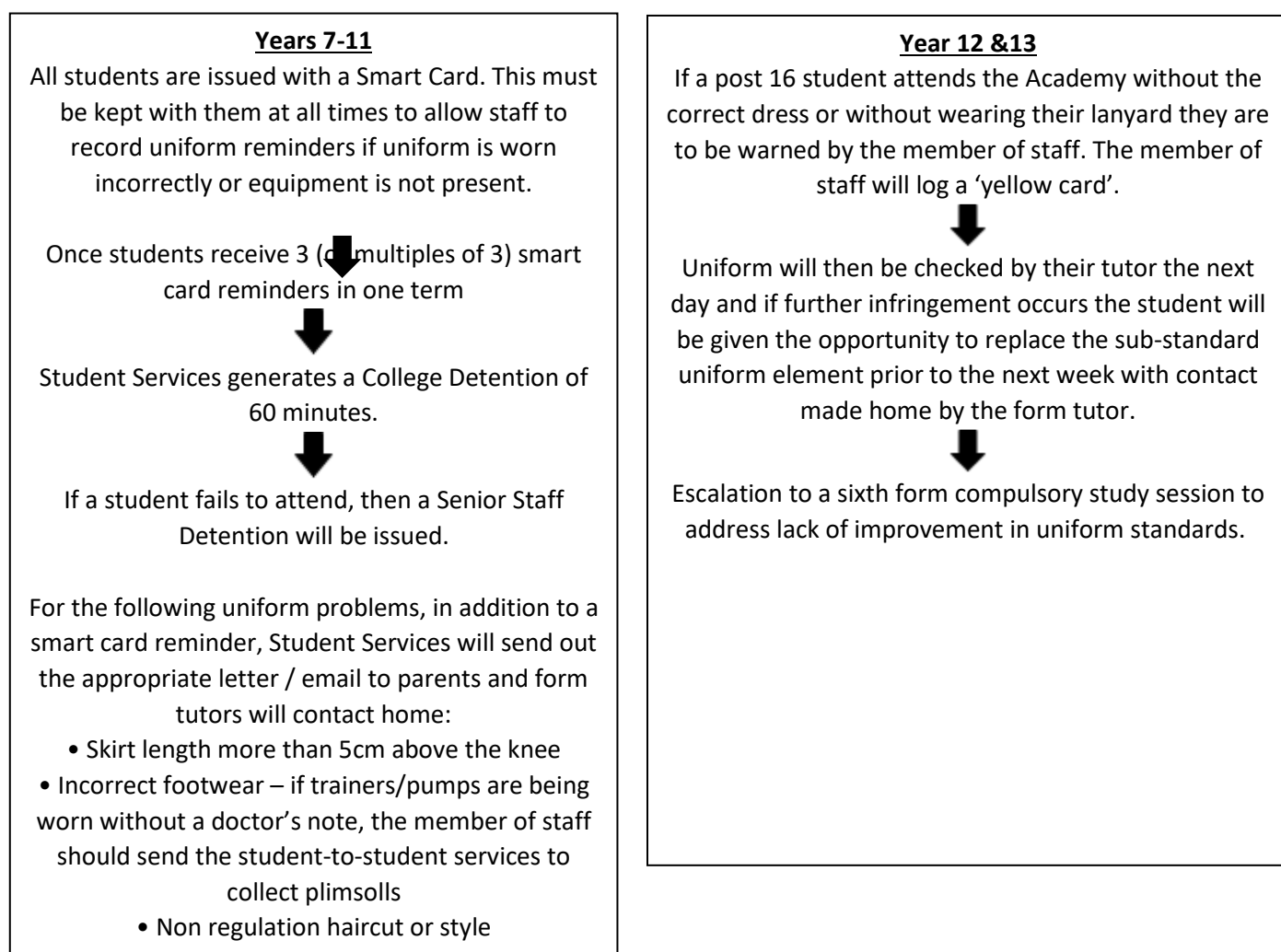
4. Uniform and Equipment Standards

In line with our Taught Behaviour Curriculum, we consistently uphold the shared belief that good standards of uniform reflect pride in our collective identity as a school community. By maintaining high uniform standards students are able to focus their interactions with staff on learning and character development.

Should a student fail to meet acceptable standards, a staff member will use the SMART card system to remind them of the expected standard.

Students should remove their coats as they enter the classroom.

This graduated approach to uniform standards can be seen below:



Students who are unable to rectify uniform issues will be kept out of circulation at break and lunchtime and such situations may require parents to attend school to bring in correct uniform.

If students repeatedly infringe uniform guidelines, then this will be treated as a persistent failure to follow instructions and sanctions will be escalated. This includes the right to confiscate items of inappropriate clothing and jewellery that are worn repeatedly. Parents / carers will be expected to collect these items.

If a student does not have their smart card, they will be required to collect a new one from student services and will be issued with a college detention.

Students should have their planners with them every day. If a student does not have their planner, the form tutor will request that a college detention is generated.

4.1 Uniform Requirements at Tudor Grange Academy Solihull

Please note, although we have recommended uniform suppliers, items from other retailers are also permitted. In addition, the PTA have a stock of second-hand uniform and can be contacted if you wish to find out about a uniform sale or to enquire about a specific item. Our main uniform suppliers are Monkhouse and Midland School wear.

We are very proud of our high uniform standards, and this is achieved through a strong partnership with the Academy and home. The full uniform requirements are listed below:

Blazer	All students. Green with Academy badge on the pocket, single breasted two button blazer.	Compulsory	Monkhouse: https://www.monkhouse.com/tudor-grange-solihull-girls-blazer-gr
Shirt	All students. White buttoned shirt with top button. Enough material to remain tucked into waistband. Apple green shirts are no longer permitted.	Compulsory Long Sleeve Optional Short Sleeve (Summer Term only)	Blouse: https://www.monkhouse.com/banner-girls-twin-pack-l-s-blouse-wh Long Sleeve Shirt: https://www.monkhouse.com/banner-boys-twin-pack-long-sleeve-shirt-wh George (Asda Options): https://direct.asda.com/george/school/school-shirts/D10M5G1C13,default,sc.html Marks and Spencer Options: https://www.marksandspencer.com/l/kids/school-uniform/shirts
Trousers	All students. Trousers should be dark grey (not black) of an orthodox style, not unduly tapered or flared and without front pockets. No super skinny or skinny style trousers.	Compulsory (Trousers or skirt)	Monkhouse: https://www.monkhouse.com/stuncroft-edgware-mens-charcoal-trousers-ch Mark and Spencer: https://www.marksandspencer.com/l/kids/school-uniform/trousers#intid=foundit_fi_fi_t_op_plp_12_0
Skirt	Grey pleated box skirt. Skirt length should be no more than 5cm above or below the knee.	Compulsory (Trousers or skirt)	Monkhouse: https://www.monkhouse.com/banner-designer-pleated-skirt-gy M&S - https://www.marksandspencer.com/gi

	Pencil skirts are NOT permitted.		rls-plus-fit-permanent-pleats-skirt/p/clp60100106#intid=pid_pg1pip14g4r4c1 Asda - https://direct.asda.com/george/school/girls-school-skirts/girls-grey-pleated-school-skirt-2-pack/GEM984931,default,pd.html?cgid=D10M2G1C10
Pullover	Medium Grey V-neck tank top or V-neck jumper. Round necks and sweatshirts are not permitted. Hoodies are strictly prohibited.	Optional	Monkhouse: https://www.monkhouse.com/charles-kirk-coolflow-jumper-bo
Tie	Tudor Grange Academy clip on tie, reaching the waist. Ties should not be tucked into shirts.	Compulsory	Monkhouse: https://www.monkhouse.com/tudor-grange-academy-s-hull-clip-tie-mt
Tights and Socks	Tights: Plain black, grey or flesh-coloured opaque tights can be worn. No patterned tights allowed. Socks: Plain black or dark grey. If wearing a skirt, socks can be knee length but must not be worn over the knee. No socks to be worn over tights.	Compulsory (socks or tights)	Any suitable retailer.
Coats	Grey, dark green, dark navy blue or black with no	Advisable.	

	<p>obvious branding, stripes, slogans, or designs.</p> <p>A minimal fur trim is acceptable.</p> <p>Coats should be removed at classroom doors.</p> <p>TGAS Scarf.</p>		<p>Any suitable retailer.</p> <p>TGAS Scarf: https://www.monkhouse.com/tudor-grange-academy-solihull-scarf-mt </p>
Make Up & Nail Varnish	<p>Students in Year 7, 8 and 9 are not permitted to wear make-up.</p> <p>Students in Year 10 and above may wear a small amount of discreet make-up but lipstick, coloured lip gloss/ lip salve and coloured nail varnish are NOT permitted.</p> <p>False eyelashes, acrylic or gel nail varnish and semi-permanent make up is not permitted, and students will be asked to remove these as soon as possible.</p> <p>Nails should be of a safe length to avoid injury to self or others.</p>	<p>Year Group Specific.</p> <p>No Nail Varnish.</p> <p>Students must not bring make-up into the Academy</p>	Not applicable.
Jewellery	<p>No jewellery other than a watch to be worn.</p> <p>SMART watches are not permitted.</p> <p>Please note: No watches are allowed into exam venues. JCQ Guidelines. Exceptions include medical bracelets.</p>	All students.	Not applicable.

Hairstyles

Hair bands, slides or 'Alice' bands should be black, dark brown or bottle green if worn.

Extreme hairstyles, cut and colour are NOT permitted on any occasion.

Decorative shaving, patterns, two tone colouring, decorative braiding with beads and fabric are NOT permitted. Cultural braiding and plaits are acceptable.

If parents/carers are not sure, please seek clarification from the Academy prior to cut or styling.

Turbans & Hijabs:

Black, dark grey or dark bottle green in colour.

Black, dark grey or dark bottle green in colour. To be pinned under the chin to stay on the head comfortably. Hijabs worn around the neck only are not permitted.

Hats

Not permitted except during extreme weather.

Academy bag

All students should carry a school bag. The bag should be fit for purpose and large enough to carry books and files, along with all equipment. Small hand/shoulder bags and carrier bags are NOT permitted.

4.2 Footwear

Students that arrive at the Academy without the appropriate footwear and without a medical note will be issued with a SMART card penalty and asked to report to Student Services to replace their inappropriate footwear with loaned school pumps.

Acceptable Footwear:

Plain black leather or leather style 'school shoe' with a maximum heel height of 5cm and a maximum sole thickness of 2cm.

Boots, boot-style shoes, stiletto heels, sling-back shoes, canvas shoes, trainers and shoes with logos are NOT permitted. If you are unsure of whether a shoe is permitted then please seek clarification from the Academy, a photograph of the shoe would be of great use.

Acceptable Footwear Examples:



Unacceptable Footwear Examples:



5. Equipment Expectations:

All students are expected to be equipped for learning; missing equipment will be sanctioned with a reminder in the student planner. Tutors conduct weekly uniform and equipment checks. Please contact your child's tutor should you have any equipment issues.

TGAS Year 7 – 13 Compulsory Equipment List:

Pencil Case
Blue/Black Pens (Biro/Fountain)
Red Pen (Biro/Fountain)
Pencil
Coloured Pencil Crayons
A 30cm plastic ruler (Not flexi kind or metal)
Highlighter Pens
A rubber and pencil sharpener
A glue stick
A pair of compasses
180° or 360° protractor
A plastic A4 whiteboard
A black whiteboard pen
A Calculator (CASIOFX-83GT PLUS recommended)
An art sketch book. (£1.00 on Parent Pay)
Collins English Pocket Dictionary
Collins French, German or Spanish Pocket Dictionary (Dependent on subject studied)
Apron (Food, Art, and Tech)
<u>Please note, for safety reasons, the following items are not allowed:</u>
Scissors
Liquid Ink Erasers
Tippex

Should your child be eligible for pupil premium fundings, a stationery pack will be available from our Pupil Premium Champion, Mrs Maisey.

6. Mobile Phones at Tudor Grange Academy Solihull

TGAS is proud to be a mobile phone free school. Students are not permitted to bring a mobile phone into school.

Should a phone be seen, heard or suspected, a member of staff will ask the student to hand over the device for confiscation. Should a student fail to hand over the item, a member of staff (authorised by the Principal) will conduct a non-invasive search by asking the student to empty their possessions out of their blazer, bag, PE kit and pockets. A scanning device is also available to detect metal items that have been concealed.

Students are made aware of the reasons for TGAS being a mobile phone free school, including:

- Misuse of mobile phones leading to bullying incidents.
- Taking of photographs in school.
- Ensuring that students are free from social media during the school day.
- Allowing students to focus on learning.
- Allowing students to socialise and 'play' at social times without technology.

The misuse of mobile phones, camera/video devices and social media are the primary contributor in incidents of bullying, harassment, and serious safeguarding concerns. We ask parents and carers to support us to keep students safe in school.

We continue to work closely with the local policing team who advise that mobile phone can make students a target for crime, including street robbery.

If students wish to make contact with parents / carers during the school day, they should make their way to Student Services where a college administrator will support their request. Parents / carers can also get messages to students by phoning into the school office.

In special circumstances, a very small minority of students are permitted to store their phone in student services and pick these up at the end of the school day. Should you believe you or your child have a special set of circumstances, please contact your child's College Leader. Mobile phones will be left at the owner's risk. Parents/Carer will have to re-apply for this every academic year should it be required.

7. Pastoral Support and Interventions:

Tudor Grange Academy Solihull operates a graduated approach to behaviour support. This is outlined below:

Tier 1: Tutor support

Tutors will closely monitor students in their tutor group, maintaining oversight of conduct points and holding conversations with students about behaviour and conduct where required.

Tier 2: Tutor Target Card

Following a conversation with the college leader, the tutor will issue a target card with specific targets linked to school routines and expectations. This card will be signed by all teachers and monitored by parents / carers and the tutor. Students are usually on a target card for a minimum of two weeks.

Tier 3: College Target Card

The College Leader will issue a target card with specific targets linked to school routines and expectations. This card will be signed by all teachers and monitored by parents / carers and the College Leader / College Intervention Co-ordinator. Students are usually on a target card for a minimum of two weeks.

Tier 4: Targeted Action Plan (led by a member of the leadership team)

When a student's behaviour / conduct is a serious concern, they will be supported with a Targeted Action Plan (TAP). Parents / Carers will be invited in for a meeting with the College Leader / Curriculum Intervention Co-ordinator and targets will be set. Actions will be set following the Assess, Plan, Monitor, Review cycle with review meetings held at least half termly. Students usually remain on a TAP for three cycles. If there is not sufficient improvement, they will be escalated to a Personal Support Plan.

Tier 5: Personal Support Plan (led by a member of the leadership team)

Students at increased risk of permanent exclusion will be supported with a Personal Support Plan (PSP). The process for this is similar to a TAP but with increased levels of support and intervention. Should a student fail to improve after three cycles, a meeting to outline the risk of permanent exclusion will usually be arranged with the Principal and a representative from the Local Governing Body.

In most cases, students will progress through each tier (based on accumulation of behaviour points and staff concerns). There will be occasions when leaders determine that student behaviour warrants support at a higher level.

8. Behaviour Management

The Academy's Sanction system is based on TG Reminders. A reminder is a warning to the student that their behaviour is unacceptable. Reminders are recorded at the back of the student planner.

A restorative detention will be issued after three reminders from the same member of staff (or within the same subject where classes are shared) within a half term.

Additional ways of addressing misbehaviour include:

- Reporting to teacher at break time/lunchtime/end of day.
- Referral to Curriculum Leader/Lead Teacher.
- Removal from class to work elsewhere within the department.
- Referral to form tutor.
- Parents/carers invited into the Academy.
- 'Out of Circulation' – students lose their social time at break and/or lunch.
- Removal of privileges (e.g., end of year events, enrichment opportunities and trips).

8.1 Detentions

Schools and academies have clear legal authority to issue a same day detention without the consent of parents/carers. At TGAS, we endeavour to inform parents via email or any detention with 24 hours' notice.

Restorative detentions (30 mins)

- Subject teachers are responsible for all behaviour and work in their lessons. If a detention is deemed necessary, then it is for the subject teacher to issue the detention and to be responsible for it.
- Restorative detentions last for half an hour and normally take place at the end of the academy day.
- A restorative detention will be given after three reminders have been accumulated in the students' planner (see above re: reminders) or where a single behaviour event warrants it.
- The member of staff who has issued the detention will notify the student of this sanction and arrange a date for the restorative detention to be served. This should be written in the planner by the student (who should check they are not already scheduled for a detention), and the member of staff should create an electronic notification via Bromcom / MCAS to the parents / carers.
- If the student fails to attend a restorative detention without an acceptable reason, then the matter should be referred to the Curriculum Leader/Lead Teacher and a college detention issued.
- Poor behaviour in a restorative detention will result in the student having to leave the restorative detention and serve a college detention.

College detentions (60 mins)

These are issued by College Leaders / Curriculum Leaders and overseen by college tutors.

- College detentions will be held every Monday.

- College detentions are issued at the discretion of the College Leader. Reasons include (but are not limited to) completed smart cards, being out of bounds, possession of a mobile phone, antisocial behaviour and unacceptable behaviour in lessons.
- Poor behaviour in a college detention will result in the student having to leave the college detention and serve a senior staff detention.
- Staff may choose to collect students from detention and support students to reflect on their behaviour.

Senior staff detentions (120 mins)

- College detentions will be held every Friday.
- Senior staff detentions are issued at the discretion of the leadership team for those students who persistently fail to adhere to the standards of the Academy or for more serious isolated incidents.
- Parents / carers will usually be informed of a senior staff detention by a telephone call.
- Students should bring their own work to complete during this detention. This can include revision or reading.
- Poor behaviour in a senior staff detention will result in the student having to leave the senior staff detention and serve a day in internal exclusion and a repeat of the senior staff detention.
- Staff may choose to collect students from detention and support students to reflect on their behaviour.

All detentions take priority over sporting fixtures, musical events, study supports and any other enrichment opportunities. Students should speak to their college leader if they are concerned about a clash.

8.2 Higher Levels of Sanctions

Higher level of sanctions may include:

- Out of circulation – students lose their social time at break and / or lunch.
- Withdrawn from lessons (arranged by Leadership group only).
- Home time 'delay' – this is used where concerns are raised about further incidents happening at the end of the academy day.
- Collection of students by parent after lessons.
- Internal Exclusion.
- Tudor Alternative to Exclusion (TATE).
- Suspension.
- Managed Move.
- Use of Alternate Provision.
- Direction off-site.
- Permanent exclusion.

TATE

A TATE Day (Tudor Alternative to Exclusion) may be issued as a sanction where leaders feel that this would have more impact than a suspension. The purpose of TATE is to address inappropriate behaviours and help students to understand their exclusion from the wider school community. Students in TATE will work with a mentor in order to restore, repair and rehabilitate. The TATE day will be bespoke to the student and will support them to avoid repeat occurrences.

Suspensions

The aim would be to deal with serious incidents as soon as possible after it is reported. For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a suspension (including lunchtime only suspensions) may be an appropriate sanction. Parents / carers are invited to a reintegration meeting with their child and College Leader after any suspension or TATE day. Unsuccessful reintegration will result in further exclusion from the wider school community, either in TATE or externally. If parents fail to attend the reintegration meeting students will remain in isolation until the meeting has taken place between all partners. More information can be found in the Suspensions and Permanent Exclusions Policy (located on the Academy website).

Where a student has been given a five day or more suspension or has been given a suspension whilst on a PSP, they will receive some intervention to help reintegrate him/her back into lessons successfully.

8.3 Reasonable adjustments

Reasonable adjustments are modifications made to a child's school life so that they are not at a disadvantage compared to others and so that they can participate fully in their education. All students are required to meet our behaviour standards. When considering reasonable adjustments, the academy will consult specialists (including learning mentors and SEND team) to discuss sanctions and intervention to prevent reoccurrence.

8.4 Punctuality Management

The register is taken at 8.35am. A student is late if they arrive after 8.35am. Students who arrive late may be issued with a same day lunchtime detention.

Additionally, the following graduated approach will be followed to support students to improve their punctuality.

<u>Years 7-11</u>	<u>Years 12-13</u>
<p>Late marks are monitored via the student services team and are reset every term.</p> <p>Accumulation of 3 late marks in one term = College Detention and punctuality letter to be sent home.</p> <p style="text-align: center;">↓</p> <p>Accumulation of 6 late marks in one term = Senior Staff Detention.</p> <p style="text-align: center;">↓</p> <p>Accumulation of 9 late marks in one term = Further Senior Staff Detention and attendance interventions triggered.</p> <p style="text-align: center;">↓</p> <p>Accumulations of 12 late marks in one term = Further sanction and intervention to be discussed between the leadership group.</p> <p style="text-align: center;">↓</p> <p>Further accumulation of late marks in one term = Discussion with the Principal and arrangements made on a case-by-case basis in liaison with the AWO.</p>	<p>When a student is late, they will receive an informal warning from their tutor and a yellow card will be issued that is shared with home on the day.</p> <p style="text-align: center;">↓</p> <p>If a student fails to improve their punctuality over the half term, then a meeting with the Head of Year, the student and parent/carer will be made to discuss the situation, and a punctuality report issued.</p> <p style="text-align: center;">↓</p> <p>Students who are persistently late and where a punctuality report does not lead to a long-term improvement will be placed on the Student Disciplinary Code at stage 1 with agreed targets for improvement and further four weekly reviews.</p>

9. Anti - Bullying

Tudor Grange Academy Solihull does not tolerate bullying or harassment of any kind. All reports of bullying will be taken seriously.

“Bullying is ANY deliberately hurtful behaviour, usually but not necessarily for a repeated period of time, which intentionally harms another pupil or group physically or emotionally.”

Antibullying Alliance

Examples include:

- Physical (including sexual) assault.
- Racist, sexist, or homophobic abuse.
- Verbal abuse (name calling, spreading rumours, making comments, provoking/winding up).
- Cyber bullying (the use of ICT that is intended to upset others).
- Indirect tormenting.
- Harassment (including sexual).

TGAS acknowledge that bullying can happen anywhere within the school or wider community. Regardless of where it occurs, TGAS staff take all concerns seriously and deal with them sensitively and confidentially.

How to raise a concern

We understand that students do not always want to share concerns and they may be anxious about making the situation worse. There are a variety of ways that students (and parents) can raise concerns and seek support.

These include (but are not limited to):

- The Yellow Door
- The Yellow Box
- Speaking with a member of staff
- Email into the office email address
- Raising a concern with the peer mentors (assigned to identified students)
- List of contacts in student planners
- Accessing self-help publications
- Speaking to a member of staff in student services
- Completion of a purple bullying report form
- Online report using ‘My Voice’ accessed via the school website.

Action to be taken if bullying occurs:

- Students are encouraged to report incidents of bullying to a member of staff.
- If a student approaches a member of staff and says they are being bullied in the academy, the member of staff should listen and take it seriously.
- It should be made clear to the student that they have made the right decision to say something. They have done nothing wrong; the bully has.
- It may be necessary to take immediate action as a member of staff.
- The member of staff should record what the student has said on a student incident slip which should be passed to student services.

- A student may be asked to complete a purple bullying report form and place this in the “purple box”.
- If it becomes clear that it is not an isolated incident and requires more time and support, advice should be sought from either the College Leader or the College Intervention Co-ordinator (CIC).
- If necessary, the matter will then be investigated further by a member of the on-call team.
- It may be necessary where serious incidents of bullying are taking place outside the academy premises to contact/involve the local police.

Protected Characteristics

- Students are taught about the protected characteristics and the law.
- Staff have received training on the protected characteristics and how to challenge conversations that may be overheard amongst the student body.
- Staff ensure all incidents reported are recorded and reviewed for any patterns and/or trends.

Cyber bullying and online incidents

An online incident is defined as a one-off incident rather than repeated behaviours.

Cyber bullying is defined as the use of the internet, email, mobile phones, online games or any digital technology deliberately to upset, tease, threaten or humiliate someone else. It can be used to carry out all the different 'types' of bullying but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyber bullying can include a wide range of unacceptable behaviour, including harassment, threats and insults, and like face-to-face bullying, cyber bullying is designed to cause distress and harm.

Children should be careful who they give their phone number to or invite into their personal space over the internet and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages or screen print information that they are concerned about and let a member of staff see them. When students report offensive messages, the academy will take the complaint seriously. The academy may advise the child’s family to contact the police.

The Academy strongly advise parents to monitor closely their child’s use of the internet and especially social network sites such as Facebook, Snapchat and Instagram etc. Support for parents and students can be found in the safeguarding section of our website.

Action to be taken in the event of report of sexual harassment or online sexual abuse:

- Students are taught to spot the signs of sexual abuse, harassment and grooming.
- School staff uphold an extremely high level of vigilance in reporting any incident of suspected sexual abuse or harassment and look to identify patterns and intervene early to prevent abuse.
- Sexual harassment and online sexual abuse features frequently in staff safeguarding training.
- School leaders consider the severity of sanctions to ensure a culture of sexual harassment and online sexual abuse are not tolerated.

- School leaders and the safeguarding team work closely with students to seek feedback about their experiences at school.

10.Parent/Carer Responsibilities

Parents at the academy are expected to act in a way that contributes to positive working and social environments, including:

Actively promoting the TGAS Learning and Character Habits

- To accept and support the academy's student behaviour policy.
- To recognise the academy's need to balance the rights of the individual student with the effective conduct of the academy as a whole.
- To provide direct practical support to ensure that the child abides by the academy rules, for example ensuring correct academy uniform, daily punctuality, homework undertaken in line with academy policy.
- To actively participate in academy behaviour-related procedures, for example monitoring planners, target cards and attending meetings with academy staff to discuss the child.
- To ensure that your child attends detention as required.
- To inform the academy of any personal circumstances which may affect the child's behaviour at the academy.
- To take an interest in the child's in-academy behaviour, using home-based rewards or sanctions in support where appropriate.
- To agree to matters being referred to other external agencies if recommended by the academy.
- To follow the appropriate procedures for contacting the academy when it is necessary.

11.Banned and Prohibited Items

Dangerous and banned items not to be brought into the academy.

Dangerous Items:

1. Illegal drugs and 'legal highs' and any equipment associated with drug taking.
2. Guns, knives and other offensive weapons (including toys/mock/replica items).
3. Stolen items.
4. Pornographic images.
5. Alcohol.
6. Cigarettes and smoking materials including vapes or vaping materials.
7. Fireworks or any other explosive or flammable items.

The school will inform the police if items 1, 2, 3 are brought onto the school premises and will hand any items to the police.

Any student involved in incidents involving items 1, 2 or 3 is liable to be permanently excluded. This applies whether in the academy, to or from the academy or on an academy activity. It covers not

only the possession of these items but also involvement in the purchase, sale or passing on of these items, even if the item itself is not brought into the academy.

Items Banned by the Academy:

- Mobile Phones (post 16 students can use these in sixth form spaces only).
- MP3 player/iPods (post 16 students can use these in sixth form spaces only).
- Smart Watches (these are allowed for post 16 students only).
- Any products containing solvents.
- Aerosols / sprays.
- Matches, lighters and cigarettes.
- Electronic/battery computer games, devices and gadgets.
- Excess jewellery (see uniform policy for Years 7-11 and dress code for post 16).
- Balaclava or other items used to conceal identity.
- Energy drinks, i.e. those with a high caffeine content such as Source, Red Bull, Monster Boost, or any other supermarket own-brand.
- Laser pointers/pens.
- Make-Up.
- Scissors.
- Any item that the member of staff reasonably expects has been, or is likely to be, used: to commit and offence, or cause personal injury to, or damage to the property of, any person (including the student).

11.1 - Procedures for staff

- If a member of staff finds a student in possession of a dangerous item, they should immediately confiscate it and notify the 'on call' team.
- Items being misused in the academy, but not listed above, will also be confiscated.

11.2 -Searching students

- The senior leadership group (or anyone with permission from the Principal) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited, banned or stolen item.
- Academy staff can search students with their consent for any item. Staff will ask the student to turn out his or her pockets, and bag and take off their blazer.
- If a student refuses to co-operate with a search the academy will apply an appropriate sanction.
- The academy is not required to inform parents before a search takes place or to seek consent to search.
- Wherever possible, searches of students will be carried out with two members of staff present, including one member of staff who is the same gender as the student being searched.
- The Academy can use a handheld metal detecting device to scan students should they feel necessary.

- The Academy reserves the right to complete randomised searches of students who have repeated incidents of bringing banned items into school buildings. This includes students who have been sanctioned for multiple occupancy of toilet cubicles.